**CAT1 Assessment (Tailgating Project)**

**C:\Users\Najat\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZAAM8OLY\MC900441902[1].wmfStudent name:**

**Level:**

You are working on the Tailgating Project. You should have now finished two sections, the Investigate Section and the Design Section. You are getting ready to hand the first part of your project in to your teacher. This document explains how you will be assessed and allows you to amend your documentation so you can get the highest mark possible.

1. **Investigation Section (6 marks)**

In this section you should have completed some investigation, described a problem, developed a design specification and created a test. ***URL*** *= website address*

**Have you…… finished the Initial Investigation?**

|  |  |
| --- | --- |
| included text from at least 6 different websites and include their URLs? |  |
| included 10 images with their URLs? |  |
| included the website addresses of at least 5 videos? |  |
| written at least one sentence describing what the video is about? |  |
| Found any sound and included this in your investigation document? |  |

**Have you…….. finished the Problem?**

|  |  |
| --- | --- |
| used the *Problem Checklist* to make sure you have written the problem correctly? |  |
| ticked all the sections in the *Problem Checklist* as you have finished them? |  |
| asked a friend to read your problem and fill in the *Problem Checklist*? |  |

**Have you …………finished the Design Specification?**

|  |  |
| --- | --- |
| typed a list of the 9 specifications you were given by the teacher? |  |
| added 6 of your own design specifications to the list? |  |
| created a test to help you check your design specification against the final product? |  |

**B. Design Section (6 marks)**

In this section you must create at least three designs of your tailgating PowerPoint making sure you have included all of the items in your design specification.

**Have you …………finished your Designs?**

|  |  |
| --- | --- |
| designed three slide layouts which show us what your tailgating PowerPoint will look like? |  |
| made sure that all of the design specifications are clearly labelled on your design? |  |
| chosen the design you like the best? |  |
| written a paragraph explaining why you chose that design? |  |

**F. Attitudes in technology (6 marks)**

In this section we will monitor your attitude when working in the computer room and give you a mark depending on how you work. There are two aspects we will be looking at:

1. Personal engagement (motivation, independence, general positive attitude)
2. Attitudes towards safety, co-operation and respect for others.

**Have you tried hard to show your teacher that you have ……..**

|  |  |
| --- | --- |
| a generally positive attitude in class? |  |
| the ability to work independently? |  |
| the motivation to complete your work to the best of your ability? |  |
| the ability to co-operate with others and not argue? |  |
| respected others at all times? |  |
| worked safely in class? |  |

**Computer Technology Assessment Criteria**

Please allocate appropriate marks for the student. Circle the mark you feel suits them best and enter their marks in the table below. The stages, shaded in grey, have not been covered on this occasion and do not need to be completed. Use the Grade boundaries table to determine the student’s level. Enter the level in the section allocated on the first page of this document.

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **Stage** | **Maximum mark** | **Student mark** |
| A | Investigate | 6 |  |
| B | Design | 6 |  |
| C | Plan | 6 | 0 |
| D | Create | 6 | 0 |
| E | Evaluate | 6 | 0 |
| F | Attitudes in technology | 6 |  |
| **Student Total:** | | |  |
| **Level:** | | |  |

|  |  |
| --- | --- |
| **Grade boundaries** | |
| **Level** | **Mark** |
| 7 | 15 – 18 |
| 6 | 12 - 14 |
| 5 | 10 – 11 |
| 4 | 8 – 9 |
| 3 | 6 – 7 |
| 2 | 4 – 5 |
| 1 | 0 - 3 |

**Criterion A: investigate**

Maximum 6

Investigation is an essential stage in the design cycle. Students are expected to identify the problem, develop a design brief and formulate a design specification. Students are expected to acknowledge the sources of information and document these appropriately.

|  |  |
| --- | --- |
| **Achievement level** | **Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors given below. |
| 1–2 | The student **states** the problem. The student investigates the problem, **collecting** information from sources. The student lists some specifications. |
| 3–4 | The student **describes** the problem, **mentioning** its relevance. The student investigates the problem, **selecting and analysing** information from **some acknowledged** sources. The student **describes** a test to **evaluate** the product/solution against the design specification. |
| 5–6 | The student **explains** the problem, **discussing** its relevance. The student critically investigates the problem, **evaluating** information from a **broad range** of **appropriate, acknowledged** sources. The student describes **detailed** methods for appropriate testing to **evaluate** the product/solution against the design specification. |

**Design brief:** The student’s response to the challenge, showing how they intend to solve the problem they have been presented with. This will guide their investigation as they work to develop a more detailed design specification.

**Design specification:** A detailed description of the conditions, requirements and restrictions with which a design must comply. This is a precise and accurate list of facts such as conditions, dimensions, materials, process and methods that are important for the designer and for the user. All appropriate solutions will need to comply with the design specification.

**Criterion B: design**

Maximum 6

Students are expected to generate several feasible designs that meet the design specification and to evaluate these against the design specification.

Students are then expected to select one design, justify their choice and evaluate this in detail against the design specification.

|  |  |
| --- | --- |
| **Achievement level** | **Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors given below. |
| 1–2 | The student generates **one** design, and makes **some attempt to justify** this against the design specification. |
| 3–4 | The student generates **a few** designs, **justifying** the choice of **one** design and fully **evaluating** this against the design specification. |
| 5–6 | The student generates a **range** of **feasible** designs, **each evaluated** against the design specification. The student justifies the chosen design and **evaluates** it fully and critically against the design specification. |

**Criterion F: attitudes in technology**

Maximum 6

This criterion refers to students’ attitudes when working in technology. It focuses on an overall assessment of two aspects:

* personal engagement (motivation, independence, general positive attitude)
* attitudes towards safety, cooperation and respect for others.

By their very nature these qualities are difficult to quantify and assess, and assessment should therefore take into account the context in which the unit of work was undertaken.

|  |  |
| --- | --- |
| **Achievement level** | **Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors given below. |
| 1–2 | The student **occasionally** displays a satisfactory standard in **one** of the aspects listed above. |
| 3–4 | The student **frequently** displays a satisfactory standard in **both** of the aspects listed above. |
| 5–6 | The student **consistently** displays a satisfactory standard in **both** of the aspects listed above. |

Slide 1:

Design 1 DESIGN 2

PICTURE

TITLE

MY NAME

LOGO

TEXT PICTURE

TITLE

PICTURE TEXT